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ABSTRACT

This independent learning packet, which is intended for adult literacy tutors, reviews the literature regarding adults with learning disabilities. The packet begins with a learning disabilities pretest. Presented next is the literature review, which includes information on the following aspects of learning disabilities: definition and historical perspective; terminology; prevalence; recommended assessment procedure; diagnostic tests: screening techniques; characteristics of and accommodations for adults with learning disabilities; and teaching strategies. Concluding the packet are a literacy awareness posttest, and answers to the awareness test. Appendixes constituting approximately 75% of the packet contain the following: aptitude-achievement discrepancy model; interview questionnaire; Harwell's Symptomology Checklist; teaching strategies; and recommended sources of information (a 22-item list of resource organizations and a list of publications offered by the HEATH Resource Center and the Learning Disabilities Association of America.) Contains 16 references. (MN)

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ED 404 497

ADULT LITERACY
INDEPENDENT LEARNING PACKET

LEARNING DISABILITIES

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Tri-Valley Literacy
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LEARNING DISABILITIES: AN OVERVIEW

by

Cheryl A. Ashcroft, M.Ed.

ABSTRACT

This packet is a review of the literature regarding adults with learning disabilities. It has been prepared for The Adult Literacy Educators in Region No. 7. It will provide the reader with an overview of learning disabilities, including definitions, characteristics, assessment procedures, accommodations, and teaching strategies. The appendices were derived from numerous resources obtained over the years. It is hoped that this packet will provide the reader with a better understanding of adults with learning disabilities, and provide practical information for adult literacy educators.

Learning Disabilities Awareness

Pre-Test

1. T F A learning disability interferes with verbal and non-verbal abilities despite average to superior intelligence.

2. T F Learning disabilities occur more often in males than in females.

3. T F The incidence of learning disabilities is estimated to range from 10% to 15%.

4. T F A well-trained teacher can diagnose a learning disability through classroom observations.

5. T F It is more difficult to remediate an adult with a learning disability than a child with a learning disability.

6. T F Hyperactivity is a common characteristic of individuals with learning disabilities.

7. T F Individuals with deficits in attention, concentration, and memory have a learning disability.

8. T F An adult will eventually grow out of his learning disability and will "catch up" with his peers.

9. T F Reversals and transposed letters are proof of dyslexia.

10. T F Students learn best by hearing information as demonstrated in a lecture format.

C. Ashcroft (1993)

Definition and Historical Perspective

In the early 1960's, the term "learning disabilities" came into use, replacing other terminology such as, brain damaged, minimal brain dysfunction, word blindness and perceptual handicapped (Herbert, 1988). A learning disability is a handicapping condition which affects an individual's ability to take in information, retain it, and express it, despite their knowledge and understanding of that information.

The most widely accepted definition of learning disabilities was formulated by the National Advisory Committee on Handicapped Children in 1968, and was subsequently incorporated into the Education for All Handicapped Children Act of 1975, Public Law 94-142. The Federal Register definition states:

> *Children with specific learning disabilities are those who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written. This disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This disorder includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. This term does not include learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbances, or environmental, cultural, or economic disadvantages.* (Federal Register,1977)

In 1981, the National Joint Committee for Learning Disabilities (NJCLD) stated that learning disabilities was a generic term that referred to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. This definition emphasized the need for accurate diagnosis in order to provide effective treatment.

As the children with learning disabilities diagnosed in the 1970's reached adulthood, professionals came to realize that a learning disability is a lifelong disorder. The Association for Children and Adults with Learning Disabilities (ACLD) passed a resolution in 1984, recognizing that learning disabilities extended into adulthood.

> *Specific learning disabilities are a chronic condition of presumed neurological origin that selectively interferes with the development, integration, and demonstration of verbal and non-verbal abilities. Specific learning disabilities exist as a distinct handicapping condition in the presence of average to superior intelligence, adequate sensory and motor systems and adequate opportunities. The condition varies in its manifestations and in the degree of severity. It can affect self-esteem, education, vocation, socialization, and daily living activities.*

Over the past thirty years the definition of "learning disabilities" has been revised several times to reflect our increased awareness of this complex disorder. The most recent revision occurred in 1988 by the National Joint Committee on Learning Disabilities. It states:

> *Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behavior, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.*

Definitions associated with learning disabilities are generally broad in scope, because impairments involving language processes usually appear in clusters of related dysfunctions. Impairments are usually reflected in more than one language modality, and impairments of any modality are often reflected in more than one process (Lesak, 1983).

The primary criterion for identifying persons with learning disabilities has become the aptitude-achievement discrepancy model (Appendix I). This model stipulates that a severe discrepancy between intellectual ability and academic achievement must exist in order to be diagnosed as learning disabled. The most recent theory challenges the aptitude-achievement discrepancy model as the imperial criterion for learning disabilities (Mather & Healey, 1990) and presents a psychoeducational model encompassing three types of discrepancies: aptitude-achievement, intracognitive, and intra-achievement (Woodcock, 1984). Even the experts disagree on a concise definition, and the criterion needed to diagnose learning disabilities.

Terminology

The most popular, yet widely abused definition referring to learning disabilities is the term "dyslexia". "Dys" in Latin means defective, impairment or partial inability. "Lexia" refers to reading or comprehension of printed words. Using the Latin derivatives, the following terminology was defined: (1) Dyslexia, or the partial inability to read; (2) Dysgraphia, or inability to write in a satisfactory manner; (3) Dyscalculia, or the inability to perform mathematical operations successfully. (Brown, 1982).

According to Huston (1992), the term dyslexia actually came from the Greek word "lexia" referring to the use of words as a means of communication in language, as in reading, writing, speaking and listening. She classifies dyslexia in three general categories:

(1) Visual dyslexia (not a visual defect)
    -inconsistant reversals of letters or numbers
    -faulty sequencing of letters and numbers
    -disorder of events in life experiences
    -disorientation of time or space relationship
    -problems in processing visual images
(2) Auditory dyslexia (not a hearing defect)
    -problems of integrating and processing what is heard and recalling those sounds and applying them to printed symbols
(3) Combination of visual and auditory dyslexia in varying degrees.

Prevalence

What is the estimated number of individuals with learning disabilities? It is difficult to determine due to the ambiguity in definition and the different criterion used in diagnosis. There are also varying degrees of severity, ranging from persons only mildly affected to persons severely affected. Estimates range from 2 percent to over 20 percent of the population depending on the study or source. A more conservative range is probably closer to 3 percent to 5 percent. It is more prevalent among males than females by a estimated range of 5 to 1.

Assessment Procedure

Due to the ambiguous classification guidelines and the multi-dimensional profile of the adult with learning disabilities, accurate diagnosis is often difficult. It is advisable to obtain appropriate documentation of diagnosed learning disabilities whenever possible.

A comprehensive diagnostic process should include the following:

(1) In-depth interview including: prenatal conditions, infant maturational milestones, family members' learning patterns, medical history, academic history, and the individual's perception of his/her learning strengths and weaknesses. (Appendix II)

(2) Measure of intellectual ability and potential.

(3) Measure of achievement levels assessing reading, written language and math.

(4) Assessment of memory.

(5) Information on visual and auditory competencies.

Diagnostic Tests

The following tests are useful in the assessment of adults with learning disabilities:

Tests of Cognitive Ability

Wechsler Adult Intelligence Scale-R (WAIS-R)
Woodcock-Johnson Psychoeducational Battery-R
(Tests of Cognitive Ability)
Tests of Non-Verbal Intelligence-2
Slosson

Tests of Achievement

Woodcock-Johnson Psychoeducational Battery-R
(Tests of Achievement)
Kaufman Tests of Educational Achievement
Test of Written Language-2 (TOWL)
Test of Mathematical Abilities
Key Math Diagnostic Test
Formal Reading Inventory
Informal Reading Inventory
(ABLE-II, PIAT-R, TABE)

Intelligence Classification for WAIS-R

IQ Score	Classification
> 130	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
< 69	Mentally Retarded

Screening Techniques

Adults who were in school prior to 1970 may not have been diagnosed during their formal educational experience, and the cost of diagnostic assessments can be prohibitive. With this in mind, the following guidelines will provide some screening techniques to assist in identifying a student's strengths and weaknesses. Keep in mind that appropriate documentation, with test data, is required to diagnose an individual as learning disabled.

(1) Complete in-depth interview (Appendix II)

(2) With a signed release of information, obtain any academic history, including previous testing, from the school district.

(3) If qualified, administer any testing (formal or informal) to assist in identifying a student's strengths and weaknesses.

(4) Review common characteristics of adults with learning disabilities.

(5) Review Harwell's Symptomology Checklist (Appendix III)

(Remember, you are looking for a marked discrepancy between achievement and potential with uneven abilities within the same individual.)

Characteristics of Adults with Learning Disabilities

1. There is a marked discrepancy between achievement and potential with uneven abilities within the same individual.

2. Processing deficits, in auditory and/or visual perception, may be evident. These deficits will present difficulty in timed tests, following oral directions, and notetaking in a lecture format.

3. Deficits in short-term auditory and visual memory may be evident. These deficits may impact vocabulary, reading comprehension, spelling, ability to learn a foreign language.

4. Deficits in long-term retrieval may be evident. This deficit may affect an individual's fund of general knowledge, word retrieval skills, and mastery of basic mathematical facts.

5. Sensitivity to sound and movement in the environment. This may affect an individual's concentration and attention.

6. Difficulty with visual-motor (eye-hand) coordination may be evident. Deficits in this area may affect tasks involving writing, copying, typing, throwing or catching.

7. Difficulty with lateral awareness or directional confusion may be present. This affects an individual's ability to discriminate left from right.

Adapted from:

Huston, A. (1992). Understanding Dyslexia: A Practical Approach For Parents and Teachers. New York: Madison Books.

Accommodations for Adults with Learning Disabilities

Instructional Modifications

1. Create a safe and secure environment to learn
2. Provide a syllabus a month before class begins
3. Use a multi-sensory approach to teaching (Hand-outs, chalkboard, overhead projector, lecture, plays, video tapes, group discussion)
4. Be organized (lecture and written format)
5. Clarify technical language or foreign words
6. Emphasize important concepts by using visual aids or visual imagery
7. Provide periodic summaries and review before presenting new material
8. Provide a sample test to demonstrate the format that will be used during testing
9. Be available for students to ask question or receive clarification of lecture, assignments or reading material.
10 Taped textbook can be available with proper documentation through Recordings for the Blind
11. Note-taking modifications can be provided via carbon-less paper (NCR), notetakers or tape recording class lectures
12. Access to computer facilities can assist a student with written assignments, note-taking and organizing information

Test Accommodations

1. Extended time on tests
2. Providing a separate room in a distraction-free environment
3. Providing a reader or tape recorded exam
4. Providing an alternate form test (multiple choice instead of essay)
5. Permitting the student to take the exam orally
6. Alternate demonstration of mastery of subject matter
7. Permitting use of aids during exam (calculators, multiplication table, spell checker,or dictionary)

Teaching Strategies

There are numerous strategies which can be used to assist a student with learning disabilities. Not all strategies will be effective with each student. It is essential that the student and the teacher be aware of the student's particular learning style, including strengths and weaknesses. It is also important to use several strategies to assist in learning, and to be creative in developing new strategies for a particular problem area. Be aware of the following factors when working with an adult who appears to have some difficulty learning.

1. Motivation, drive and a willingness to work hard
2. Intelligence of the student
3. The emotional or psychological state of the student
4. Severity of the learning problem
5. Age of the student and life experience
6. The duration and frequency of instruction

Review Appendix IV on Strategies and Recommended Readings. Discuss technique and teaching strategies with other professionals. Most importantly, listen to your students. They are the best source of information about their learning style.

Recommended Readings

Adelman, P.B., & Vogel, S.A. (1991). The Learning Disabled Adult. In B. Wong (Ed.), Learning About Learning Disabilities (pp. 563-594). New York: Academic Press.

Bley, N.S. & Thornton, C.A. (1989). Teaching Mathematics to the Learning Disabled. Rockville, MD: Aspen.

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Harwell, J.M. (1989). The Complete Learning Disabilities Handbook. The Center for Applied Research in Ed. New York: Simon & Schuster.

Huston, A. (1992). Understanding Dyslexia: A Practical Approach For Parents and Teachers. New York: Madison Books.

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HEATH Resource Center. (Fall, 1987). Young Adults with Learning Disabilities and Other Special Needs. Washington, DC.

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Kaluger, G. & Kolson, C. (1978). Reading and Learning Disabilities, 2nd ed. Columbus, OH: Charles E. Merrill.

Lezak, M. (1983). Neuropsychological Assessment. New York: Oxford University Press.

Mather, N. (1991). An Instructional Guide to the WJ-R. Brandon, VT: Clinical Psychology Publishing Co.

Mather, N. & Jaffe, L. (1992). Woodcock-Johnson Psychoeducational Battery-R: Recommendations & Reports. Brandon, VT: Clinical Psychology Publishing Co.

Mercer, C. (1987). Students with Learning Disabilities. Columbus, OH: Charles E. Merrill.

Vogel, S.A. (1993). College Students with Learning Disabilities: A Handbook (4th ed.). (To order write LDA Bookstore, 4156 Library Road, Pittsburgh, PA 15234).

Vogel, S.A., & Forness, S. (1992). Social Functioning in Adults with Learning Disabilities. School Psychology Review, 21(3), 374-385.

Vogel, S.A., & Konrad, D. (1988). Characteristic Written Expressive Language Deficits of the Learning Disabled: Some General and Specific Intervention Strategies. Journal of Reading, Writing, and Learning Disabilities International, 4, 88-99.

Learning Disabilities Awareness

Post-Test

1. T F A learning disability interferes with verbal and non-verbal abilities despite average to superior intelligence.

2. T F Learning disabilities occur more often in males than in females.

3. T F The incidence of learning disabilities is estimated to range from 10% to 15%.

4. T F A well-trained teacher can diagnose a learning disability through classroom observations.

5. T F It is more difficult to remediate an adult with a learning disability than a child with a learning disability.

6. T F Hyperactivity is a common characteristic of individuals with learning disabilities.

7. T F Individuals with deficits in attention, concentration, and memory have a learning disability.

8. T F An adult will eventually grow out of his learning disability and will "catch up" with his peers.

9. T F Reversals and transposed letters are proof of dyslexia.

10. T F Students learn best by hearing information as demonstrated in a lecture format.

C. Ashcroft (1993)

Learning Disabilities Awareness

Answers

1. True — By definition, as stated in the Association for Children and Adults with Learning Disabilities resolution of 1984.

2. True — It is more prevalent among males than females by an estimated range of 5 to 1.

3. False — Although statistics will vary depending on source of data, a more conversation range is 3% to 5%.

4. False — A teacher may detect a learning disability, however, only qualified diagnosticians can diagnose a learning disability through appropriate test results.

5. True — An adult will bring years of frustration and learned failure to the classroom. Increased anxiety and frustration can exacerbate the learning disability.

6. False — Although hyperactivity may be present in some individuals with learning disabilities, it is not a characteristic of all learning disabled.

7. False — Deficits in attention, concentration, and memory are symptoms of some type of psycho-neurological disorder, but not necessarily a learning disability.

8. False — Maturation may help with the remediation process but will not eliminate a learning disability.

9. False — Only appropriate test data is evidence of a learning disability. Many children transpose and reverse letters when learning to read and write. Fatigue may also contribute to reversals.

10. False — In fact, the lecture format is the least effective method of teaching, yet the most common.

C. Ashcroft (1993)

APPENDIX I

APTITUDE-ACHIEVEMENT DISCREPANCY MODEL

Learning Disability Summary Sheet
Significant Discrepancy Determination

Name: Average Learner Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 10/11/71 Testing Date: 7/11/92; 7/25/92

IQ Stanine: 5 Diagnosis:

	STANINES								
J-R ACHIEVEMENT	1	2	3	4	5	6	7	8	9
BROAD KNOWLEDGE					X				
BROAD READING						X			
Letter-Word Identif					X				
Work Attack					X				
Passage Comprehen						X			
Reading Vocab						X			
READING COMPREHENSION						X			
BROAD MATH				X					
Calculation				X					
Applied Problems			X						
BASIC WRITING SKILLS									
BROAD WRITTEN LANGUAGE					X				
Dictation				X					
Writing Samples						X			
Proofing					X				
Writing Fluency				X					
Punctuation & Cap.					X				
Spelling				X					
Usage				X					
WRITTEN EXPRESSION					X				
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95
FULL SCALE IQ	65	75	85	95	100	105-110	115	120-125	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

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Learning Disability Summary Sheet
Significant Discrepancy Determination

Name: Borderline/low functioning Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 11/2/63 Testing Date: 3/25/92; 3/28/92

IQ Stanine: 2 Diagnosis:

	STANINES								
WJ-R ACHIEVEMENT	1	2	3	4	5	6	7	8	9
BROAD KNOWLEDGE		X							
BROAD READING		X							
Letter-Word Identif		X							
Work Attack									
Passage Comprehen		X							
Reading Vocab									
READING COMPREHENSION		X							
BROAD MATH			X						
Calculation			X						
Applied Problems		X							
BASIC WRITING SKILLS									
BROAD WRITTEN LANGUAGE		X							
Dictation		X							
Writing Samples	X								
Proofing									
Writing Fluency									
Punctuation & Cap.									
Spelling									
Usage									
WRITTEN EXPRESSION									
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95
FULL SCALE IQ	65	75	85	95	100	105-110	115	120-125	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

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Learning Disability Summary Sheet
Significant Discrepancy Determination

Name: L.D.

Examiner: Cheryl A. Ashcroft, M.Ed.

Date of Birth: 2/2/72

Testing Date: 12/5/92; 12/12/92

IQ Stanine: 7

Diagnosis: Dev. Expressive Writing Disorder
Dev. Reading Disorder

	STANINES								
WJ-R ACHIEVEMENT	1	2	3	4	5	6	7	8	9
BROAD KNOWLEDGE					X				
BROAD READING					X				
Letter-Word Identif					X				
Work Attack				X					
Passage Comprehen				X					
Reading Vocab					X				
READING COMPREHENSION				X					
BROAD MATH					X				
Calculation					X				
Applied Problems					X				
BASIC WRITING SKILLS				X					
BROAD WRITTEN LANGUAGE			X						
Dictation			X						
Writing Samples					X				
Proofing					X				
Writing Fluency							X		
Punctuation & Cap.				X					
Spelling					X				
Usage				X					
WRITTEN EXPRESSION						X			
PERCENTILE SCALE	1-3	4-10	11-22	23-39	40-59	60-76	77-88	89-95	> 95
FULL SCALE IQ	65	75	85	95	100	105-110	115	120-125	126+

A significant discrepancy is present when achievement scores are more than 2 stanines below an individual's intellectual stanine.

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APPENDIX II

INTERVIEW QUESTIONNAIRE

Initial Interview

Name: _____ SS#: _____ Date: _____
Address: _____
_____
Date of Birth: _____ Telephone #: _____
Occupation: _____ # yrs: _____
Place of Employment: _____ Telephone #(w): _____
Spouse: _____ Occupation: _____

Referred By: _____
Reason For Referral: _____
_____

Medical History:

A. Birth (premature/breach/trauma):

B. Significant Illnesses (seizures, high fevers, hospitalizations):

C. Significant Injuries (head trauma):

D. Allergies:

E. Medications/Drug & Alcohol History:

F. Hearing and Vision (speech therapy, etc.):

G. Dominant Hand:

H. Previous Testing or Counseling:

Family History (obtain history of learning problems):

A. Parents (occupation, education, etc.)

B. Siblings (occupation, education, etc.)

C. Children (age, education, difficulties/successes)

Educational History:

A. Elementary School (K-5)

1. Retentions:

2. Special Classes:

3. Strengths/weaknesses:

B. Middle/High School (6-12)

1. Retentions:

2. Failed Classes (summer school):

3. Special Classes:

4. Type of Curriculum (General/Business/College Prep):

5. GPA:_____ Year Graduated:_____

6. Year Dropped Out:_____

7. GED/SAT Scores:_____

C. College/Post Secondary Training Program/Military Training:

Analysis of Problem:

A. Ask student to describe their learning style:

Strengths:

Weaknesses:

B. Behavioral Observations (including speech):

C. Teacher/Tutor Impressions:

Interviewed By:_____

Date:_____

APPENDIX III

HARWELL'S SYMPTOMOLOGY CHECKLIST

SYMPTOMOLOGY CHECKLIST—LEARNING DISABILITIES

(Check behaviors seen. Mark: S = sometimes; O = often)

Visual Perceptual Deficits

___ reversals: *b* for *d*, *p* for *q*
___ inversions: *u* for *n*, *w* for *m*
___ yawns while reading
___ complains eyes hurt, itch/rubs eyes
___ complains print blurs while reading
___ turns head or paper at odd angles
___ closes one eye while working
___ cannot copy accurately
___ loses place frequently
___ rereads lines/skips lines
___ does not recognize an object/word if only part of it is shown
___ reading improves with larger print/fewer items on page/uses a marker to exclude portion of page
___ sequencing errors: *was/saw, on/no*
___ does not see main theme in a picture, picks up some minute detail
___ slow to pick up on likenesses-differences in words; changes in environment
___ erases excessively
___ distortions in depth perception

Visual Perceptual/Visual Motor Deficits

___ letters collide with each other/no space between words
___ letters not on line
___ forms letters in strange way
___ mirror writing (hold paper up to mirror and you see it as it should look)
___ cannot color within lines
___ illegible handwriting
___ holds pencil too tightly; often breaks pencil point/crayons
___ cannot cut
___ cannot paste
___ messy papers

Auditory Perceptual Deficits

___ auditory processing: cannot understand conversation or learning delivered at the normal rate/may comprehend if information is repeated very slowly
___ auditory discrimination: does not hear differences in sounds: short *i*, *e*; plosive sounds *b*, *p*, *d*, *t*, *c*, *g*, *j*, *n*, *m*; does not hear final consonants accurately
___ cannot tell direction sound is coming from
___ does not recognize common sounds for what they are
___ cannot filter out extraneous noise; cannot distinguish teacher's voice from others—hears wrong answers, steadfastly maintains "teacher said it" (Some children get very tense in noisy classroom)
___ does not follow directions
___ does not benefit from oral instruction

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Spatial Relationships and Body Awareness Deficits

___ gets lost even in familiar surroundings such as school, neighborhood
___ directionality problems, does not always read or write left to right
___ no space between words
___ cannot keep columns straight in math

___ bumps into things; clumsy, accident prone
___ does not understand concepts such as *over, under, around, through, first, last, front, back, up, down*

Conceptual Deficits

___ cannot read social situations, does not understand body language
___ cannot see relationship between similar concepts
___ cannot compare how things are alike/different; classification activities are difficult
___ does not understand time relationships—*yesterday, today, tomorrow, after/before, 15 minutes* versus *2 hours, "hurry"*
___ does not associate an act with its logical consequence. "If I talk, I get detention" (being punished for no reason. Unfair.)
___ little imagination
___ no sense of humor; cannot recognize a joke/pun
___ tends to be expressionless
___ slow responses
___ not able to create, to "think," to create poetry, original stories
___ cannot make closure; cannot read less than clear ditto; cannot finish a sentence such as "I like it when. . . . "; difficulty filling in blanks
___ excessively gullible
___ cannot do inferential thinking: What might happen next? Why did this happen?
___ great difficulty in writing
___ bizarre answers/or correct answers found in bizarre ways
___ cannot think in an orderly, logical way
___ does not understand emotions, concepts such as *beauty, bravery*
___ classroom comments are often "off track" or reasons in bizarre ways
___ difficulty grasping number concepts: *more/less*; >/<; can't estimate
___ mispronounces common words

Memory Deficits

___ cannot remember what was just seen (was shown)
___ cannot remember what was just heard
___ cannot remember sequence of 4 numbers given auditorally
___ cannot copy math problems accurately
___ cannot remember spelling for common/frequently encountered words
___ remembers things from long ago but not recent events
___ poor sight vocabulary—few words known to automatic level
___ slow to memorize rhymes/poem (makes many errors)
___ appears to know something one day but doesn't know it the next

___ limited expressive language; does not remember names for objects—"that thing"
___ limited receptive language
___ makes same error again and again; does not seem to benefit from experience
___ writing poor—cannot remember to capitalize, punctuate, skip a line, indent, and so on

Motor Output Deficits

___ perseveration—gives same response again and again (hangs up)
___ distortions in gross motor functions—cannot skip, hop, hit ball, and so on
___ difficulty cutting, pasting, coloring, writing (can point to correct way to form a letter but cannot produce it on paper)
___ can point to correct spelling but cannot copy it accurately
___ can dictate story or paragraph but cannot write it
___ does not communicate orally to a degree appropriate for age
___ mouth noises
___ tics

Behavioral Components

Attention Deficit Disorder

___ good days—bad days
___ cannot sit still
___ cannot stand still
___ impulsive; does not consider consequence before acting
___ low frustration tolerance: short fuse
___ cannot finish assignments in allotted time
___ visually distractible; looks up to all visual stimuli
___ auditorally distractible; responds by looking up to all noise
___ fidgety: drumming fingers, tapping toes, rolling pencil, fooling with objects; makes mouth noises; incessant talking
___ short attention span
___ spaces off—confused—does not sit up/head on desk/"tired"
___ negativistic/oppositional behavior
___ little work produced; daydreams
___ reads something correctly, but mind is elsewhere as evidenced in poor comprehension
___ overreacts to stimuli (cannot mind own business)
___ does not follow rules; often claims didn't hear them
___ may be cruel, mean to others; makes fun of them
___ mood swings
___ disorganized; loses books, papers, lunch box, coat

Failure Syndrome

___ describes self as "dumb"
___ does not take reprimands well
___ tends to avoid group activity
___ avoids activity; does little; claims illness
___ daydreams/withdrawal
___ class clown—acting out behavior
___ immature behavior; babyish, seems younger, dependent

Adapted from:
Harwell, J.M. (1989). The Complete Learning Disabilities Handbook. The Center for Applied Research in Education., New York, N.Y: Simon & Schuster.

APPENDIX IV

TEACHING STRATEGIES

DESCRIPTORS AND POSSIBLE PERFORMANCE IMPLICATIONS AND RECOMMENDATION BASED ON THE FACTORS IN *Gf-Gc* THEORY

The following provides descriptors and possible performance implications and recommendations regarding the factors in *Gf-Gc* theory represented in the WJ-R COG. The intent is to explore the associations between these factors and performance. Some of the relationships are more clearly established than others. This information is a draft of ideas that will evolve as knowledge increases.

LONG-TERM RETRIEVAL (*Glr*)

Involves the ability to store and retrieve information through association. *Glr* is not to be confused with the amount of information available, a *Gc* function. Descriptors: Memorization, fluency, association, retrieval, paired-associate learning, transfer.

Possible Implications

- Learning and recalling information through association (e.g., facts, related ideas/concepts)
- Recalling information on tests through association
- Using associations provided by the teacher to facilitate storage and later retrieval
- Pairing and retaining visual with auditory information
- Retrieving specific words
- Memorizing poems, speeches, facts

Possible Recommendations

- Provide overlearning, review, and repetition
- Provide immediate feedback
- Provide a list of steps that will help organize behavior and facilitate recall
- Provide mnemonic aids such as verbal mediation or rehearsal
- Provide multisensory learning, use visual, kinesthetic, vocal, and auditory channels as appropriate
- Provide context and meaning-based instruction
- Limit the number of new facts, words presented at one time
- Assist with knowledge of strengths and weaknesses in memory

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SHORT-TERM MEMORY (*Gsm*)

Involves the ability to hold information and use it within a few seconds. May be influenced by attention. Descriptors: Rote, sequential, immediate, attention, auditory, concentration, limited duration, memory span, immediate awareness.

Possible Implications

- Attending
- Following directions
- Remembering information long enough to process it for understanding
- Recalling sequences
- Memorizing factual information (e.g., math facts)
- Listening to and comprehending lengthy discourse
- Taking notes

Possible Recommendations

- Keep oral directions short and simple
- Ensure directions are understood, have student feedback or paraphrase directions
- Provide compensatory aids (e.g., write directions/procedures/ assignments on chalkboard or paper, tape record so student can replay, provide pre-recorded notes or arrange for peer-shared notes)
- Provide overlearning, review and repetition
- Teach memory strategies (e.g., chunking, verbal rehearsal, visual imagery)
- Assist with knowledge of strengths and weaknesses in memory

PROCESSING SPEED (*Gs*)

Involves the ability to perform relatively automatic cognitive tasks quickly (clerical speed), particularly when measured under pressure to maintain focused attention. May be influenced by attention. Descriptors: Speed, visual scanning efficiency, automaticity, perceptual speed, attention, concentration

Possible Implications

- Processing information rapidly
- Completing assignments within time limits
- Taking timed tests
- Making rapid comparisons between and among bits of information
- Copying

Possible Recommendations

- Provide more time to complete assignments
- Reduce quantity of work in favor of quality
- Limit or structure copying activities
- Provide activities to increase rate and fluency (e.g., flash cards, tachistoscope, computer games)

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COMPREHENSION-KNOWLEDGE (*Gc*)

Involves the breadth and depth of cultural knowledge and experience. It includes the comprehension o: communication and the types of reasoning based on previously learned procedures. It also includes metacognition, metamemory, and planning or executive functions. *Gc* is often called crystallized intelligence and sometimes long-term memory in the literature. Descriptors: Prior knowledge, schema long-term memory, acquired knowledge, vocabulary, comprehension, episodic memory, declarative knowledge, procedural knowledge.

Possible Implications

- Learning vocabulary
- Answering factual questions
- Comprehending oral and written language
- Acquiring general knowledge and knowledge in content areas
- Using prior knowledge to perform activities

Possible Recommendations

- Relate new information to acquired knowledge
- Pre-teach relevant vocabulary or background knowledge
- Provide specific vocabulary instruction such as common prefixes, suffixes, etc.
- Incorporate interests and prior knowledge areas into instructional activities
- When presenting directions and discussing concepts, use vocabulary that is understood by the individual.

FLUID REASONING (*Gf*)

Involves the ability to reason with qualitative information, form concepts, and solve problems in novel situations. Often called fluid intelligence. Descriptors: Creativity, abstract problem solving, transfer, analogical reasoning, qualitative reasoning, rule generation, inference.

Possible Implications

- Drawing inferences
- Solving abstract problems
- Creating solutions to problems
- Transfering and generalizing information
- Solving unique problems
- Transforming and extending a product (rather than matching or reproducing a stimulus)
- Thinking conceptually

Possible Recommendations

- Provide problem-solving activities
- Provide overlearning, repetition, and review of concepts
- Use manipulatives to develop concepts
- Teach strategies to increase understanding and retention of concepts (e.g., self talk, lists of procedures or steps)
- Encourage creativity with solutions

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AUDITORY PROCESSING (*Ga*)

Involves the ability to analyze and synthesize auditory stimuli (but not comprehend language, which is *Gc*). This ability is important for language development. Descriptors: Phonological awareness, blending auditory closure, auditory discrimination, phonemic segmentation, musical ability.

Possible Implications

- Acquiring phonics (decoding)
- Learning structural analysis
- Spelling (encoding)
- Listening (i.e., speech perception)
- Learning foreign languages
- Developing musical skill

Possible Recommendations

- Provide specific training in sound blending and phonemic segmentation
- Provide phonological awareness activities (e.g., rhyming games, imitation, songs, etc.)
- Emphasize sound-symbol associations in teaching decoding and spelling
- Provide study guides for listening activities
- Provide assistance with note taking

VISUAL PROCESSING (*Gv*)

Involves perceiving, analyzing, and thinking with visual patterns, spatial configurations and designs, and spatial orientation. Descriptors: Visual imagery, spatial relations, visual perception, visual closure, visual-pattern recognition.

Possible Implications

- Assembling puzzles
- Using patterns and designs in art, geometry, geography
- Designing
- Building
- Sensing spatial orientation
- Reading maps, graphs, charts, blueprints
- Noting visual detail
- Sensing spatial boundaries (e.g., fitting, assembly, and packing)

Possible Recommendations

- Provide activities with manipulatives
- Provide copying, tracing, drawing activities
- Provide activities involving construction and design

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QUANTITATIVE ABILITY (*Gq*)

Involves the ability to comprehend quantitative concepts and relationships and to manipulate numerical symbols. Descriptors: Quantitative reasoning, mathematics application, computation, problem solving.

Possible Implications

- Reasoning with quantitative information
- Understanding math terminology (vocabulary)
- Using numeric concepts
- Using math symbols
- Performing math applications

Possible Recommendations

- Provide instruction in appropriate sequence
- Use manipulatives to introduce new concepts
- Encourage automaticity with math facts
- Allow students to use fact charts, calculators when necessary
- Emphasize problem solving and higher-level skills
- Provide experience with practical math applications

Adapted from:

Mather, N. (1991). *An instructional guide to the Woodcock-Johnson Psycho-Educational Battery-Revised.* Brandon, VT: CPPC and Woodcock, R. W. (1990). Theoretical foundations of the WJ-R Measures of Cognitive Ability. *Journal of Psychoeducational Assessment, 8,* 231-258.

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LEARNING STYLES

	CLUES	LEARNING TIPS
VISUAL	• Needs to see it to know it. • Strong sense of color. • May have artistic ability. • Difficulty with spoken directions. • Overreaction to sounds. • Trouble following lectures. • Misinterpretation of words.	• Use of graphics to reinforce learning — films, slides, illustrations, diagrams, doodles • Color coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for notetaking. • Visualizing spelling of words or facts to be memorized.
AUDITORY	• Prefers to get information by listening — needs to hear it to know it. • Difficulty following written directions. • Difficulty with reading. • Problems with writing. • Inability to read body language and facial expressions.	• Use of tapes for reading and for class and lecture notes. • Learning by interviewing or by participating in discussions. • Having test questions or directions read aloud or put on tape.
HAPTIC	• Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved. • May be very well coordinated and have athletic ability.	• Experiential learning (making models, doing lab work, and role playing). • Frequent breaks in study periods. • Tracing letters and words to learn spelling and remember facts. • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Expressing abilities through dance, drama, or gymnastics.

Scheiber, B. & Talpers, J. (1985). Campus Access for Learning Disabled Students. Closer Look, Washington, D.C.

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Fernald Method for Reading Instruction

Purpose

To improve recognition and memory of words and to facilitate greater fluency and comprehension in reading.

Rationale

The Fernald Method provides instruction in a systematic multisensory way, in which visual, auditory, kinesthetic, and tactile channels (VAKT) are used simultaneously by the learner. The association of sensory and perceptual cues in this multisensory approach reinforces visualization, visual-auditory associations, and improves memory for words and word parts.

Type of Student

The Fernald Method is appropriate for students who have failed to learn to read through other instructional methods due to possible problems in visual perception, visual-verbal association, auditory memory, attention deficits, or visual-motor skills. Individual or small group instruction is necessary.

Procedure

The Fernald Method consists of four stages through which the student progresses as reading proficiency increases.

Stage I

1. *Solicit the student's interest and involvement.* Tell the student that you will be showing him/her a new way to learn words. Explain that while the method may require concentration and effort, it has been successful with other students who have problems remembering words.

2. *Select a word to learn.* Have the student select a word which s/he cannot read but would like to learn. Discuss the meaning of the word.

3. *Write the word.* Sitting beside the student, have him/her watch and listen while you: (a) say the word, (b) use a crayon to write the word in large print in manuscript or cursive (depending upon what is used by the student) on a 5" × 8" index card, and (c) say the word again as you smoothly run your finger underneath the word.

4. *Model* word tracing for the student. Ask him/her to "watch what I do and listen to what I say." Use the following steps: (a) say the word; (b) trace the word using one or two fingers, saying each part of the word as you trace it; (c) say the word again while moving the tracing fingers underneath the word in a fluent motion; and (d) have the student practice tracing and saying the word until the process is completed correctly.

5. *Trace the word until learned.* Have the student continue tracing and saying the word until the student is sure he/she can write the word from memory.

6. *Write the word from memory.* When the student feels s/he is ready, remove the model and have the student write the word from memory saying the word as s/he writes it. If at any point the student makes an error, stop him/her immediately, cover the error, model the tracing procedure again, and have the student continue tracing.

7. *File the word.* After the word has been written correctly by the student three times without the model, have the student file it in his/her word bank alphabetically.

8. *Type the word.* Within 24 hours, each word learned is typed and read by the student to help establish the link between written and typed words.

As soon as a student has discovered that he/she can write words, begin story writing. The student selects a topic. When the student encounters a word that s/he cannot spell, the tracing process is repeated. Stories are typed within 24 hours so that the student has an opportunity to read newly learned words within context.

Important points. During stage one instruction, observe the following cautions:

- -Finger contact is important in tracing.
- -After tracing, the student should always write the word without looking at the model to avoid breaking it up into meaningless units.
- -The word should always be written as a unit from the beginning. In case of interruption, cover and remove the error and start over from the beginning.
- -Words should always be used in context to provide meaning.
- -The student must say each part of the word to him/herself as s/he traces it and writes it.

Stage II

During Stage II the student no longer needs to trace words to learn them. The student learns a word by looking at it, saying it, and writing it. The teacher writes requested words saying each part of the word as it is written while the student listens and watches. The student looks at the word, saying it over as s/he looks at it, and then writes it without looking at the copy. As in Stage I, words to be learned are obtained from words the student requests as s/he writes stories. Learned words continue to be filed. Stories increase in length.

Stage III

By Stage III the student learns directly from the printed word without having it written. S/he simply looks at the word and pronounces it before writing it. At this stage the student wants to read books and other more difficult material. Have the student choose books and tell the student any unknown words. After reading, have the student review and write the new words.

Stage IV

At this stage, the student recognizes known words in print and also begins to notice similarity of unknown to known words. S/he begins to recognize many new words without being told what they are. Provide enough assistance at Stage IV so that reading proceeds smoothly.

One helpful technique at this stage is to have the student glance over a paragraph and underline any unknown words before reading. Tell the student the words and have him/her write the words. Do not have the student sound out unknown words. Phonics instruction is unnecessary with this method.

Sources:

Cotterell, G. C. (1973). The Fernald auditory-kinaesthetic technique. In A. W. Franklin & S. Naidoo (Eds.), *Assessment and teaching of dyslexic children* (pp. 97-100). London: Richard Madley.

Fernald, G. (1943). *Remedial techniques in basic school subjects*. New York: McGraw-Hill.

Mather, N. (1985). *The Fernald kinesthetic method revisited*. Unpublished manuscript, University of Arizona, Department of Special Education and Rehabilitation, Tucson.

Fernald Method for Spelling Instruction

This spelling method is appropriate for students who have difficulty retaining spelling words. Words are selected that the student uses frequently in his/her writing.

Procedure

1. The word to be learned is written on the chalkboard or on paper by the teacher.

2. The word is pronounced clearly and distinctly by the teacher. The student pronounces the word with emphasis on correct pronunciation. The student looks at the word while pronouncing it.

3. Time is allowed for the student to study the word to develop an image of it. Depending upon the learning style of the student, different senses are emphasized. A student who learns visually tries to picture the word; a student who learns auditorily says the word; and the student who learns kinesthetically traces the word with his/her finger. The student studies the word until the correct form is fixed in his/her mind.

4. When the student indicates that s/he is sure of the word, the word is erased or removed and written from memory.

5. The paper is turned over and the word is written a second time from memory.

In daily writing, any misspelled words are marked out entirely and the correct form is written in its place. When a student asks how to spell a word, the teacher writes the word, while pronouncing it. Students are encouraged to make their own dictionaries from words they have learned or words that are especially difficult for them.

Source:

Fernald, G. (1943). *Remedial techniques in basic school subjects*. New York: McGraw-Hill.

Instant Words*

First Hundred

Words 1-25	*Words 26-50*	*Words 51-75*	*Words 76-100*
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: *-s, -ing, -ed*

*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

Note: From "The New Instant Word List" by E. B. Fry. 1980, *The Reading Teacher, 34,* pp. 286-288. Copyright 1980 by Edward B. Fry. Reprinted by permission.

Instant Words*

Second Hundred

Words 101-125	*Words 126-150*	*Words 150-175*	*Words 176-200*
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

Note: From "The New Instant Word List" by E. B. Fry, 1980, *The Reading Teacher, 34*, pp. 286–288. Copyright 1980 by Edward B. Fry. Reprinted by permission.

Instant Words*

Third Hundred

Words 201-225	*Words 226-250*	*Words 251-275*	*Words 276-300*
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

*The first 100 words make up 50% of all written material. The 300 words make up 65% of all written materials.

Note: From "The New Instant Word List" by E. B. Fry, 1980, *The Reading Teacher, 34,* pp. 286-288. Copyright 1980 by Edward B. Fry. Reprinted by permission.

ACCESS

Adapting Curriculum Content for Exceptional Secondary Students

Teaching Strategies

"Opening the Doors That Block Learning"

© 1984
Montgomery County Intermediate Unit 23
Special Education Center
100A-B West Main Street
Norristown, PA 19403

TEACHING STRATEGIES

Students are individuals and display a variety of learning characteristics (strengths and weaknesses) in any typical classroom. This places a demand for versatility on teachers. With experience, teachers can develop a repertoire of strategies for teaching students with diverse learning styles.

Below are many successful strategies contributed by experienced teachers. The strategies are intended to be used to stimulate ideas as educators develop plans for individual students.

IF THE STUDENT EXHIBITS THIS...	TRY THIS...
Difficulty in Notetaking	- Provide outline of lecture - Have student fill in blanks on structured outline - Have another student carbon copy notes - Allow notes in either manuscript or cursive - Allow time for student to catch up - Demonstrate abbreviated or speed writing techniques - Allow student to tape record lectures - Provide activities to practice getting main idea
Difficulty in Completing Assignments	- Assign students to work groups accountable to each other - Have student repeat directions to be sure they are understood - Help student prepare a work plan for long range assignments - Redesign large projects into shorter, more frequent tasks - Frequently check progress on long term projects--provide frequent reinforcement - Provide sufficient time for student to complete work - Consider interest level of assignment and be enthusiastic - Discuss purpose of assignment with student - Leave list of assignments on the board for several days
Difficulty in Following Directions	- Provide directions in writing and verbally - Keep directions clear and concise - Limit the amount of directions given at once - Demonstrate the task to be done for the student - Outline the steps of the task - Have student repeat directions before starting - Frequently check the student's work - Use markers to tell student where to start and stop assignment

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TEACHING STRATEGIES (Continued)

IF THE STUDENT EXHIBITS THIS...	TRY THIS...
Low Frustration Tolerance and Short Attention Span	- Set up specific schedule for student - Give frequent reassurance and immediate feedback - Provide for success - Try a contract system - Set realistic goals that are clearly attainable - Break complicated tasks into small, carefully arranged steps - Sequence tasks from simplest to most complex - Give a variety of tasks (blend of quiet and active) - Use high interest activities
Difficulty with Organizational Skills	- Emphasize development of outlines, carefully kept notebooks, etc. - Provide an example of a well organized notebook - Provide a table of contents to be used as a checklist for notebook - Have student keep an assignment book - Give clear, explicit directions that clarify expectations - Have student clear desk except for materials necessary for current task - Define objectives of the lesson before instruction - Show student specific paragraph where information can be found - Ask for main idea or summary
Difficulty in Focusing Attention	- Have student put away all materials from one task before beginning another task - Gain student's attention before starting - Start by challenging the student with a question or idea that stimulates thinking - Present something that is mysterious, unexpected or dramatic - Place student close to teacher during active instruction - Use student's paper or book as prop - Set time limits for each task - Limit the number of items per page - Give only one (or a few) question(s) at a time during testing

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TEACHING STRATEGIES (Continued)

IF THE STUDENT EXHIBITS THIS...	TRY THIS...
Difficulty in Taking Tests	- Teach test-taking skills such as: Read each question carefully before beginning Look for clue words for true-false tests Statements are usually true with clue words such as: many, most, few, sometimes Statements are usually false with clue words such as: all, every, none, never Answer easiest questions first Review your answers - Select testing style that matches student's abilities - Consider merits of each type of test: Objective Test: - Students with limited verbal and written expression may demonstrate their knowledge through "fill in the blanks" or "multiple choice" Essay Test: - Allows for individual written expression - Promotes higher level processing Oral Test: - An alternative mode of response for students who are not visual learners - Allows for individualization by varying level of difficulty of questions Performance Test: - An option for students who have difficulties with verbal and written expression - Consider alternative assessment techniques such as: reports, projects, etc.

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TEACHING STRATEGIES (Continued)

IF THE STUDENT EXHIBITS THIS...	TRY THIS...
Difficulty Reading Content Matter	- Show students how to preview or survey each chapter or lesson before reading it - Help students determine a purpose for reading each section - Use illustrations, pictures and other visual clues - Rewrite material, keeping content but lowering reading level - Have student read a report on topic written by another student - Outline topic using easier vocabulary - Teach new vocabulary words prior to reading text - Have student listen while others read aloud - Have someone record information on tape - Prepare alternate assignments or projects - Control reading level of tests and handouts
Memory Difficulty	- Have student repeat directions before starting assignment - Combine use of visual and auditory approaches - Encourage writing and repetition through writing - Provide for repetition during initial skill acquisition - Provide for practice once skill is learned - Encourage overlearning - Provide opportunities to apply learned skills to new and different tasks - Help develop memory games and memory devices, like flash cards or mnemonics - Give some open book tests - Put reminders on board and around room
Difficulty in Verbal Expression	- Allow student to respond in writing by keeping a journal - Use tape recorder for practice - Stay away from oral tests - Have student write thoughts first and then read them - Have student practice in front of mirror before an oral presentation - Give alternative assignments - Have student demonstrate a familiar task orally

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TEACHING STRATEGIES (Continued)

IF THE STUDENT EXHIBITS THIS...	TRY THIS...
Difficulty in Written Expression	- Utilize a variety of communication avenues for reports and assignments, such as oral reports and hands-on projects - Provide practice in written expression: Have student fill in blanks on a structured written report Have student verbalize ideas first, then attempt to write them down Begin with simple and gradually increase to complex expression - Provide opportunities to improve spelling and handwriting - Allow student to respond verbally as often as possible - Ask questions requiring short answers instead of essays - Provide dictionaries or specialized spelling lists - Display in the classroom any vocabulary words that are difficult to spell
Inappropriate Behavior	- Spell out classroom rules and limits - Makes rules clear, specific, and fair - Be consistent in dealing with the student - Follow through (avoid idle threats) - Reward appropriate behaviors: Focus attention on one or two behaviors at a time Begin with frequent reinforcement for short periods Gradually increase time between reinforcements - Develop contracts with student - Use peer pressure - Remove student from situation or redirect activity - Use selective attention--ignore behaviors that are minimally disruptive (sometimes a correction can be more disruptive than the behavior being corrected) - Use a one to one conference to reestablish expectations

Resource: Merves, Barbara S. Carbon Copy Notes & Other Ideas, MCIU, 1982

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APPENDIX V

RECOMMENDED SOURCES OF INFORMATION

Appendix V

Recommended Sources of Information

The ACT Assessment "Special Testing Guide"
Test Administration
PO Box 168
Iowa City, IA 52243
(319) 337-1332

ATP Services for Handicapped Students
CN 6400
Princeton, NJ 08541-6400
(609) 771-7137

Association on Higher Education and Disabilities (AHEAD)
PO Box 21192
Columbus, OH: 43221-0192
(614) 488-4972
(614) 488-1174 (FAX)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
(803) 620-3660

Council for Learning Disabilities (CLD)
PO Box 40303
Overland Park, KS 66204
(913) 492-8755

Disabled Students Programs and Services
California Community Colleges Chancellor's Office
1107 Ninth Street
Sacramento, CA 95814
(916) 445-0103

HEATH Resource Center
One DuPont Circle, Suite 670
Washington, DC 20036-1193
(202) 939-9320 or
(800) 544-3284

Information Center for Individuals with Disabilities (ICID)
20 Park Plaza, Room 330
Boston, MA 02116
(617) 727-5540

International Reading Association (IRA)
800 Barksdale Road
PO Box 8139
Newark, DE 19714
(302) 731-1600

Learning Disabilities Association of America
(Formerly Association for Children and
Adults with Learning Disabilities)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515 or 341-8077

Library of Congress, National Library Service for Blind and Physically Handicapped
1291 Taylor Street, NW
Washington, DC 20542
(800) 424-8567
(202) 707-5100

Literacy Hotline Contact Center
(800) 228-8813

Marin Puzzle People
1368 Lincoln Avenue, Suite 105
San Rafael, CA 94901
(415) 383-8763

National Center for Learning Disabilities
(Formerly Foundation for Children
with Learning Disabilities)
99 Park Avenue
New York, NY 10016
(212) 687-7211

National Easter Seal Society (NESS)
2023 West Ogden Avenue
Chicago, IL 60612
(312) 726-6200

National Information Center for Children and Youth with Handicaps
PO Box 1492
Washington, DC 20013
(703) 893-6061 or
(800) 999-5599

National Network of LD Adults (NNLDA)
808 North 82nd Street
Scottsdale, AZ 85257

National Rehabilitation Information Center (NARIC)
8455 Colesville Road
Suite 935
Silver Spring, MD 20910
(301) 588-9284

Orton Dyslexia Society (ODS)
Chester Bldg., Suite 382
8600 LaSalle Road
Baltimore, MD 21204-6020
(301) 296-0232

Parent Information Center
PO BOx 1422
Concord, NH 03302
(603) 224-7005

President's Committee on Employment of People with Disabilities
1111 20th Street, NW
Room 600
Washington, DC 20036
(202) 653-5010

Recordings for the Blind
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606 or
(800) 221-4792

HEATH PUBLICATIONS LIST

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose.

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		VCR TAPES		
_____		***I'm Not Stupid*** - This video depicts the constant battle of the learning disabled child in school. It points out how the LD child is often misdiagnosed as slow, retarded, emotionally disturbed, or even just a lazy kid. This highly recommended documentary is for parents, teachers, administrators, students or anyone who wants to learn what it is like to live with learning disabilities. (53 minutes)	22.00	_____
_____		***All Children Learn Differently*** - Narrated by Steve Allen, this video interviews 12 specialists in medicine, perception, language and education. It takes a nutritional/educational approach to the remediation of learning disabilities, calling for the "right professional team" for each child. (30 minutes)	42.00	_____
_____		***A Child's First Words*** - *How speech and language development in children under age 4 can affect their ability to learn.* This videotape alerts parents to the milestones of good speech and language acquisition in children under age 4 and tells them how to get help if they need it. (18 minutes)	21.00	_____
_____		***Reach for the Stars*** - *An inspiring story for people with learning disabilities.* Each year the Lab School of Washington presents awards to selected entertainers, athletes, scholars, etc. who have accomplished great success in their fields - in spite of Learning Disabilities. This presentation, from 1985, focuses on G. Chris Andersen, Cher, Tom Cruise, Bruce Jenner, Robert Rauchenberg and Richard Strauss. (22 minutes)	22.00	_____
_____		***Picture of Success*** - Featuring Pat Buckley Moss and Dr. Larry Silver, this inspiring video tells the story of a successful dyslexic. (16 minutes, 1993)	25.00	_____

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